

(September to December, 1926.
January to March, 1927, overseas.)

Parents' National Educational Union.

The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

FORM IV.

PUPILS' NAMES.....

Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

Old Testament History,* by J. M. Hardwich and the Rev. H. Costley-White, D.D. (Murray, 3/6), Vol. IV., pp. 79-154 (selections from *II. Kings*, *Amos*, *Hosea*, *Isaiah*).
The Saviour of the World,* Vol. IV. (P.N.E.U. Office, 3/-), pp. 1-65, with Bible passages from index. *St. John's Gospel*,* chapters 1-7, with S.P.C.K. Commentary (9d.).

Optional : (a) S.P.C.K. *Bible Atlas** (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 34-72. (c) *Helps to the Study of the Bible* (Oxford Press, 3/6). (d) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (e) *The Prayer Book in the Church*, by the Rev. W. Hume-Campbell (Longmans, 3/-), pp. 14-29, with lesson on Christmas. *The Church Catechism Explained*, by A. W. Robinson (Cambridge Press, 4/-).

For Sunday reading (optional) :

Heroes and Writers of the Book of Common Prayer, by G. M. Forde (S.P.C.K., 3/6). *A Missionary Pioneer* (Marsden's work in New Zealand), by E. M. Dunlop (S.P.C.K., 1/6). *Southey's Life of Nelson* (Dent, 2/-). *How the League of Nations Works*, by K. E. Innes (Hogarth Press, 1/6).

† The 106th term of work set since the Parents' Union School began.

For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1d. each, 1926). Hymns: *Songs of Praise* (Oxford Press, 2/6 and 6d.). *Daily Prayers for Schools: Jubilate Deo*, by L. James (Milford, 1/-).

Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum. Make illuminated Christmas cards, see Set C. 10, British Museum Postcards, cards C, 138, 143, 145, 149 (2d. each).

Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualized; a paragraph to be then dictated or to be occasionally written from memory; see *Home Education*, pp. 240-243.

Composition. (Oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. See *A Senior English Grammar*, pp. 166-199.

English Grammar. (See N.B. 3.)

Parse and analyse, each week, from books read, making progress each term. *A Senior English Grammar*,* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 9-41.

Literature (including holiday and evening reading).

The History of English Literature for Boys and Girls,* by H. E. Marshall (Jack, 10/6), pp. 557-595. Shakespeare's *Much Ado About Nothing** (Longmans, 1/9). Scott's *Antiquary** (Nelson, 1/6). Read from Shakespeare to Hardy, *An Anthology of English Lyrics** (Methuen, 3/6), contemporary poets: Wordsworth, Coleridge, Scott. Wordsworth's *Poems** (Oxford Press, complete, 3/6), or, *Shorter Poems* (Dent, 2/-).

English History.

Gardiner's *History of England** (Longmans, 6/6), Vol. III., pp. 819-875 (1789-1815), or, *A History of Great Britain*,* by R. B. Mowat, Section 3 (Oxford Press, 3/-), pp. 546-597, 620-654. Begin a chart of the 19th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

General History.

Medieval and Modern Times,* by T. R. Robinson (Ginn & Co., 10/6), pp. 492-562 (1789-1815) (omit questions). *Ancient Times: A History of the Early World*,* by J. H. Breasted (Ginn, 10/6), pp. 378-443 (c. 430-323 B.C.) (omit questions).

Continue a Book of Centuries* (P.N.E.U. Office, 1/9, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General).

Citizenship.

Ourselves,* Book I. (Kegan Paul, 4/6), pp. 73-94. North's Plutarch's *Lives: Brutus** (Blackie, 10d.). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *Citizenship*,* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 137-181 (narration instead of questions).

Geography.

In all cases, "Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

The Ambleside Geography Books, V.,* (P.N.E.U. Office, 5/-), pp. 63-108 (India). *The English Speaking Nations*,* by G. W. Morris and L. S. Wood (Oxford Press, 3/6), pp. 221-253. Huxley's *Physiography* (revised 1924, Macmillan, 5/-), pp. 79-138. Some account of the physiography of your neighbourhood, with diagrams. Philips' *Modern School Atlas of Comparative and Commercial Geography** (7/6).

Know something about foreign places coming into notice in the current newspapers (see under History): *Reconstruction of Europe** (P.N.E.U. Office, 9d.). Ten minutes' exercise on maps of the world every week.

Natural History and Botany.†

Winners in Life's Race,* by A. Buckley (Macmillan, 6/-), pp. 1-42. *Elementary Studies in Plant Life*,* by F. E. Fritsch (Bell, 3/6), pp. 1-30. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/-, interleaved 1/9), with flower, bird and insect lists, and make daily notes. For out-door work take a special study: e.g., migratory birds and fungi or mosses. Furneaux's *A Nature Study Guide* (Longmans, 6/6), or, *The Changing Year*, by F. M. Haines (Wadsworth, 3/-).

General Science, etc.

Some Wonders of Matter,* by Bishop Mercer (S.P.C.K., 5/-), pp. 115-158. *Wonders of Physical Science*,* by E. E. Fournier (Macmillan, 2/6), pp. 136-209.

† Overseas members see special leaflet.

Hygiene and Physiology, Domestic Economy.
A Health Reader,* by W. H. Abrahall (Cassell, 3/-), pp. 1-54, 180-205.

Picture Study and Architecture.
Study, describe (and draw from memory details of) six reproductions* of pictures by Velasquez (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, for September, 1926. *The Story of Architecture*,* by P. L. Waterhouse (Batsford, 6/-), pp. 105-148.

French.1 (See N.B. 3.)

Primary French Course,* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 19-22 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Pathelin et Autres Pièces*,* by M. Dondo (Harrap, 2/6), pp. 69-141. Read several poems and learn one from *Recueil de Poèmes*,* by J. Molmy, Vol. II. (Blackie, 6d.). For French conversation teacher may find useful: *French Oral Practice*, by C. H. Leather (Dent, 1/9).

Latin. (See N.B. 3.)

Limen,* Part I. (Murray, 2/6), pages 45-72, with corresponding exercises, and revise pp. 1-44. Narration of continuous passages.

German.1 (See N.B. 3.)

Primary German Course,* by O. Siepmann (Macmillan, 5/-), Lessons 19-21, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Niebuhr's *Griechische Heroen-Geschichten* (Oxford Press, 2/6), *Hercules*, Nos. 1-12.

or, preferably, Italian.1 (See N.B. 3.)

Perini's *Italian Conversation Grammar** (Hachette, 6/6), Exercises 28-32, 40, 41, inclusive, taking necessary grammar only. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful. For narration, *Il Piu Felici Bambino del Mondo** (P.N.E.U. Office, 3/-), chapters i.-x. (inclusive).

Arithmetic. (See N.B. 3.)

Pendlebury's *New Shilling Arithmetic** (Bell, 2/3), pp. 113-124; Percentages, Profit and Loss; Mensuration, sections 211-214. Revise back work; examples may be taken from Nelson's *Arithmetic Practice*, Part VII. (Teacher's Book, 1/4).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9).

¹ Schools may substitute Irish or Welsh.

Geometry. (See N.B. 3.)

A Shorter School Geometry,* by H. Hall and F. Stevens (Macmillan, 4/6), pp. 165-183. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

Algebra. (See N.B. 3.)

A School Algebra,* by H. Hall, Part I. (Macmillan, 3/6), pp. 111-113, 137, 138, 140-147, or continue.

Drawing.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).
Studies in colour: *The Way to Sketch*, by Vernon Blake (Clarendon Press, 7/6), may be used. Illustrations of scenes from Literature. Memory drawings. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

Musical Appreciation.

Greig, see *The Term's Music*, by C. H. Glover (Kegan Paul, 4/6), and see under "Our Work" (July P.R.). *Music and its Story*, by R. T. White (Cambridge Press, 5/-), p. 1-63; teacher use appendices I.-IV. *Musical Groundwork*, by F. H. Shera (Milford, 3/6), Term VI.

Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 65 and 81. Two poems from anthology set, or, a scene for acting from *The Antiquary*.† Hymns by Heber.

Reading (including holiday and evening reading).

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily. Homer's *Odyssey** (Chapman's translation), (Dent, 2/-), Vol. II., Books 17-20. Dickens' *A Tale of Two Cities** (Nelson, 1/6), or, *Kim*,* by R. Kipling (Macmillan, 2 vols., 3/- each). Southey's *Life of Nelson** (Dent, 2/-).

Music.

Choose and learn a suitable composition from *The Term's Music*: Greig.

Singing.

Three French songs, *French Songs with Music* (Blackie, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,* complete with music 6/-). *Christmas Carols*, edited by Sir J. Stainer (Novello, 1/6), Series III. For unaccompanied singing: *The Shropshire*

Song Book, Part I. (with Descants), arranged by Nicholas Gatty and Alan Gray (Stainer & Bell, Voice Part, 6d.), see *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6), or separate dances, music with instructions (direct from Novello, 9d.). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Hockey and Net Ball.

Work.

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Do some definite house or garden work: *Gardening for Children*, by J. Gwynn (Harrap, 2/6); (1) *Practical Housecraft*: (2) *Housewifery*, (3), *Cookery* (Longmans, 6d. each). Heaton's *Cardboard Modelling* (Newman, 6/-): make six models. (Materials from Philip & Tacey Ltd., 69 High Street, Fulham, London, S.W. 6). Make a toy theatre, see *Everybody's Theatre*, by H. W. Whanslaw (Wells, Gardner Darton, 5/-). Christmas presents,† e.g., *Needle Weaving*, Pattern Sheet and Instructions, Dryad, No. 16 (6d.), or, (boys), No. 15, *Wooden Animals* (6d.), with Leaflet No. 27 (4d.). *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Take Scouting and Guiding Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

† Help in a Christmas entertainment for poor children.

Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV. (average age 14).

For N.B. 3 see General Notes' Leaflet.

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FORM IV.

PUPILS' NAMES.....

Bible Lessons.

- I. 1. "The word of the Lord is with him." Give some instances of the various ways in which Elisha manifested and used this power.
2. Describe Isaiah's Vision. What messages did he give to (a), his own people, (b), people of all time?
3. "They buried him in the city of David among the kings because he had done good in Israel." Give an account of the work of Jehoiada the priest.
- II. 1. What witness does St. John the Baptist bear to our Lord, and on what occasions?
2. Describe the miracle at the pool of Bethesda and its consequences.
3. In connection with your reading from *The Saviour of the World* write upon "Christ, our Providence."

Writing. (Writing is also considered in each written answer.)

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each written answer.)

Wordsworth's *Tintern Abbey*,—"These beauteous forms . . . love."

Composition.

1. Some verses, which must scan, on one of the following,—
"To the members of the Imperial Conference,"
Alexander the Great, migratory birds, X Rays,
Napoleon, Ulysses' Return, "Edie Ochiltree,"
"Beatrice" (*Much Ado About Nothing*).
2. A brief account of (a), the recent Imperial Conference, or, (b), how the League of Nations helps (i.) people in distress, (ii.) native races (mandates).

English Grammar.

1. Analyse, parsing the words in italics,—

"O moon! . . . thy benediction *passeth* not
One obscure hiding-place, one little spot
Where pleasure *may be sent*: the *nested* wren
Has thy fair face within its tranquil *ken*,
And from beneath a sheltering ivy-leaf
Takes glimpses of thee; thou art a *relief*
To the poor patient oyster, *where* it sleeps
Within its pearly house."

2. Make a table of the principal tenses of a Verb in the Indicative Mood (English, French, Latin).
3. Write notes on six "anomalous" verbs; and show their uses in sentences.

Literature.

1. Make a list of the poems you have read by Wordsworth. From which of them may we learn more of his life? Illustrate, quoting lines where you can.
 2. What novels by Sir Walter Scott have you read? Which of his characters have interested you most? Describe a scene in which one of them appears (*not* from *The Antiquary*),
- or, 2. Give some account of Coleridge and his work.
3. Write a scene for acting from one of the following,—
The Antiquary, *A Tale of Two Cities*, *Kim*.

English History.

1. Write a short account of Nelson, describing in detail his Nile campaign. Dates.
2. By what steps did Wellington drive the French out of Spain? Dates.
3. Write notes on two of the following,—The Treaty of Amiens, The Continental System, The Treaty of Tilsit, Clarkson and the Slave Trade, The Congress of Vienna. Dates.

General History.

1. Give some account of the fall of Sparta and the leadership of Thebes.
2. What led to the formation of the "National Assembly" in 1789. Give some account of its reforms.
3. "There will be no rest in Europe until it is under a single chief." By what steps did Napoleon begin to carry out his ideal?

Citizenship.

1. Name four tests by which true Love may be recognized, and illustrate from characters in your term's reading. Show that Love has counterfeit forms. (This question should not be attempted unless *Ourselves* has been read.)
2. "He was right made and framed unto virtue." Give instances to show how Plutarch justifies this estimate of Brutus.

3. Show that everyone has freedom in these days both socially and politically. What duties does such freedom impose upon each of us?

Geography.

1. Give a rough sketch map of India, putting in the boundaries, physical features and chief cities. What do you know of the policy of reform in India since 1900?
2. Write a short account of India beyond the Ganges.
3. Explain the construction and use of a thermometer.

Natural History.

1. Give some account (diagram) of the ceratodus and its history.
2. What plants would you expect to find in a hedgerow? Classify them according to four habits of growth.
3. Make drawings with notes on (a), the fungi, (b), the tree trunks, you have seen this term.

General Science.

1. Explain and illustrate,—“the differences between the three states of matter depend upon the differences in the amount and freedom of the molecules.”
2. “Great cities are now lighted by means of *induced electric currents*.” Explain and give some account of Faraday's work in this and other discoveries.

Physiology and Hygiene.

1. What is the work of the glands? Describe the action of the juices of the liver, pancreas and intestine.
2. What considerations in (a), providing, (b), cooking, food should a good housekeeper bear in mind?

Picture Study and Architecture.

1. Describe, giving a rough outline of the figure,—“Philip IV. of Spain,” by Velasquez.
2. Give some account of Romanesque architecture with its distinguishing features (a), in Italy, (b), in France.

French.

1. Describe in French (a), a railway journey, or, (b), a scene from a French play (*Pathelin et autres Pièces*).
2. Translate Reproduction IV., p. 163 (Siepmann), “Jean replied . . .” to the end.
3. Give rules, with examples, for the position of adjectives in French sentences.

Latin.

1. Decline “unus ager”; write the Fut. Ind. Act. of “dico,” “video” and “sum.”
2. (a), Translate *Limen*, Exercise XXXIV., from “Bellum erat” to “filii et filiae.” (b), Write narration.

3. Translate (1) "Will not the Romans," he said, "give land to their allies?" (2) You will praise both poets when you hear their words. (3) He came from Rome and stayed at Capua for three hours.

German.

1. Give an account in German of (a), one of the labours of Hercules, or, (b), *Die zwei Ziegen*.
2. Read aloud *Die Grenadiere* (p. 137, *Siepmann*), and write a short narration in German.
3. Give German sentences showing three different ways of translating possessive pronouns.

Italian.

1. Write an Italian letter introducing an incident from (a), *Il piu felici Bambino del Mondo*, (b), current events in Italy.
2. Translate Ex. XXXI. (p. 81, *Perini*).
3. Write notes on different ways of determining the gender of Italian nouns.

Arithmetic.

1. Out of a box of 12 dozen eggs, 48 were broken; what percentage remained whole?
2. If goods are bought for £25 : 16 : 8, at what price must they be sold so as to gain 8%?
3. A cargo was insured for $\frac{3}{4}$ of its value at 6%; the premium was £54. What was the value of the cargo?

Geometry.

1. Prove that two chords are equal if their distances from the centre are equal.
2. The angle subtended at the centre of a circle by an arc is twice that subtended at the circumference by the same arc.
3. ABCD is a cyclic quadrilateral with diagonals AC and BD cutting at E. Angle BAC = 25° ; angle DBC = 62° , and angle DEC = 108° . Find the value of angles BDC, DCA and BCA.

Algebra.

1. Factorize: (i.) $x^2 - xz + xy - yz$. (ii.) $a^2 - 14ab + 24b^2$. (iii.) $9a^2 - 4b^2$.
2. A number of two digits is such that if its digits are reversed it is diminished by 9. The sum of the digits is 9. Find the number.
3. Draw the graph of $y = x(x+2)$ and from it find the minimum value of y .

Musical Appreciation.

Write fully on one of the following.—(a), The Peer Gynt Suite, (b), The Holberg Suite, (c), Grèig as a composer of national songs and dances.

Recitations.*

Father to choose two Bible passages and a poem.

Reading.*

Father to choose a poem and a leading article from a newspaper.

Music.*

Examine in work done.

Singing.*

Father to choose an English, a French, and a German song, and three exercises.

Drill.*

Report progress.

Work.*

Outside friend to examine. List of work completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 6th. Papers to be posted on Saturday, the 11th, with no other enclosure.

N.B. 2.—Subjects thus indicated (*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Members are asked to read the Regulations carefully, as much time is lost by the examiners when (a), there is no numbered list of the subjects sent for examination, (b), the papers for each child are not fastened together, (c), the name of the member does not appear, or (d), the totals of parents' marks are not given.

N.B. 4.—Cambridge paper and the special envelopes should be used. Answers may not be written on both sides of the paper. The papers should be tied together loosely with string at the left-hand corner, and should be packed flat.

N.B. 5.—Please note carefully the Regulations as to the number of papers to be sent in by Schools.

N.B.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.